



**MONTANA GENERAL SUPERVISION  
ENHANCEMENT GRANT  
(MT GSEG)**

**PILOT TEST**

***Administration Manual***

**January 6 – February 26, 2010**



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

# Table of Contents

<b>CONTACT INFORMATION .....</b>	<b>2</b>
<b>General Information .....</b>	<b>2</b>
<b>Technical Information .....</b>	<b>2</b>
<b>MT GSEG Pilot Test Policy Information.....</b>	<b>2</b>
<b>Test administration window   January 6 – February 26, 2010 .....</b>	<b>2</b>
<b>Materials .....</b>	<b>2</b>
<b>Materials Available Online.....</b>	<b>2</b>
<b>Materials Delivered to Schools.....</b>	<b>2</b>
<b>INTRODUCTION FOR TEST ADMINISTRATORS .....</b>	<b>3</b>
<b>Background: <i>Montana GSEG Pilot Test</i> .....</b>	<b>3</b>
<b>Structure and Format of the Test .....</b>	<b>3</b>
<b>Online test features.....</b>	<b>4</b>
<b>Checklist for Test Administrators .....</b>	<b>5</b>
<b>TEST ADMINISTRATION PROCEDURES .....</b>	<b>5</b>
<b>Before Testing.....</b>	<b>6</b>
<b>Preparation for Test Administration.....</b>	<b>6</b>
<b>Manuals.....</b>	<b>6</b>
<b>Test Materials .....</b>	<b>6</b>
<b>Student Participation and Accommodations .....</b>	<b>6</b>
<b>Who Should Be Tested? .....</b>	<b>6</b>
<b>Accommodations and Interactive Test Design .....</b>	<b>6</b>
<b>Other Accommodations .....</b>	<b>8</b>
<b>Scheduling the Test .....</b>	<b>8</b>
<b>Test Administration Window .....</b>	<b>8</b>
<b>Test Sessions.....</b>	<b>8</b>
<b>Preparing Students and the Test Site .....</b>	<b>9</b>
<b>During Testing.....</b>	<b>9</b>
<b>Test Administration .....</b>	<b>9</b>
<b>General Instructions .....</b>	<b>10</b>
<b>After Testing.....</b>	<b>11</b>
<b>Test Administrator Surveys .....</b>	<b>11</b>
<b>Appendix A: Table of CRT Standard Test Accommodations.....</b>	<b>12</b>
<b>Appendix B: Test Administrator Survey .....</b>	<b>14</b>
<b>Appendix C: System Test Instructions.....</b>	<b>20</b>

# Contact Information

## General Information

For general questions regarding the Montana GSEG Pilot Test or procedures for administering this test, contact the Measured Progress Service Center at 888-792-2741. The service center is open Monday through Friday between the hours of 6:00 a.m. and 3:00 p.m. MST.

## Technical Information

If at any time you experience technical errors or problems, please contact your technology staff. If the problem persists, contact Children's Progress Technical Administration Day support at 866-427-4787 Monday through Friday between the hours of 6:00 a.m. and 3:00 p.m. MST or [info@childrensprogress.com](mailto:info@childrensprogress.com).

## MT GSEG Pilot Test Policy Information

If you have questions or suggestions regarding testing policy, please contact:

### **Judy Snow, State Assessment Director**

Montana Office of Public Instruction  
P.O. Box 202501, Helena, MT 59620-2501  
406-444-3565  
[www.opi.state.mt.us](http://www.opi.state.mt.us)

Test administration window      January 6 – February 26, 2010

## Materials

### Materials Available Online

Materials will be available online at OPI Site: <http://www.opi.mt.gov/Assessment/SpecProj.html>  
and Measured Progress Site: <http://iservices/>

System Test (see Appendix C) ..... Beginning December 1, 2009

Administration materials download available.....December 7, 2009

- *Technical Setup Guide*
- *Test Administrator's Manual*

Final student rosters and test assignments .....December 9, 2009

*Pilot Test* downloads available .....December 22, 2010

*Test Administrator's Survey* available online .....January 6, 2010

### Information provided via Email

*System usernames and passwords and links to Pilot Test downloads* .....December 18, 2009

### Materials Delivered to Schools

Headphones and final student rosters hard copy .....prior to January 4, 2010

## TEST SECURITY

**All test items and responses to those items in the *Montana GSEG Pilot Test* are secure and may not be copied or duplicated in any way, or retained in the school after testing is completed.**

## Introduction for Test Administrators

### Background: *Montana GSEG Pilot Test*

The Montana Office of Public Instruction (OPI) thanks you and your students for your support for this important project. This *Pilot Test* will not be used for accountability purposes or for evaluation of student proficiency, and individual student reports will not be available. Therefore, we especially appreciate your help and the participation of your students, in both general and special education, in this effort to improve large-scale assessments for students with disabilities for whom the general assessment is too difficult but who do not qualify for the alternate assessment.

The *MT GSEG Pilot Test* is a component of a three-year research project conducted by OPI to improve state tests, in particular to identify aspects of tests that can be adapted for students with IEPs who are eligible for a Criterion Referenced Assessment based on Modified Academic Achievement Standards (CRT-M, the “2% option”). The project is funded by the United States Department of Education through a General Supervision Enhancement Grant (GSEG) to the State of Montana. A goal of the project is to better understand how to enhance the MontCAS CRT for 7<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics and to use this information to develop a model for a statewide CRT-M.

The *Pilot Test* is designed to provide information on specific adjustments to Reading and Mathematics items including a computer-based interactive test design that may provide better information on a student’s actual ability. In April 2009, twenty-nine schools participated in a *Beta Test* of the CRT-M, which was well-received. We applied the lessons learned from the *Beta Test* to develop a more comprehensive *Pilot Test*, involving many more students. Information about the *Pilot Test* is available on <http://iservices/> and OPI site at: <http://www.opi.mt.gov/Assessment/SpecProj.html>.

It is important to follow the administration procedures exactly as described to ensure the integrity of the results. Based on how students respond to certain test features, Montana will determine the best procedures to follow in the future.

Some of the directions described in the following sections will be different than those you are used to following with your general state assessment.

### Structure and Format of the Test

The CRT-M is comprehensive assessment, covering the same range of objectives as the general CRT with fewer items in reading at grade 7 and in mathematics at grades 7 and 8.

- There are 50 multiple choice items in each test of Mathematics
- There are 6 passages with 42 items in the Reading test.
- All items are multiple choice, which require students to select the correct answer from four possible responses.

There are three test sessions for each test containing 10-17 items per session and a demonstration of test features. We anticipate that the students will need the same amount of time for the CRT-M pilot test as they

generally need for the CRT which averages 30-60 minutes per session, up to approximately 180 minutes per student. Students will take the test in the following sequence

- Demonstration
- Session 1
- Session 2
- Session 3. There is a student survey at the end of Session 3 that contains 7 questions.

#### Online test features

- Students will take each test session in order, beginning with a demonstration to ensure they can operate the navigation features. The demonstration may be viewed by the student as often as necessary. There are separate demonstrations for reading and mathematics.
- The test administrator will log on and select the student to be assessed by his/her name, then select the content area/grade level test assigned to the student as designated on the final student roster available online. The demonstration for that test should be administered first, followed by sessions 1, 2, and 3 for each content area assessment the student is assigned to take.
- Students' responses will be captured electronically. There are no answer sheets for the *Pilot Test*. Students will hit the "submit" button to register their responses.
- If the student selects an incorrect response, a hint will appear. The student will have a second opportunity to answer the question after seeing the hint.
- Students must answer every question, as there is no way to skip questions.
- After students submit a response, the next item will appear automatically. Students have the option of pausing or stopping the test at any time.
- Students will not be able to go back to prior questions.
- In the Reading test, students may reread any or all parts of the reading passages as they answer questions. Students can scroll through the entire text at any time.
- Accommodations and interactive design features available to students taking the *Pilot Test* are described on page 5. This list is specific to the online test, so it is similar to, but not the same as, the list you typically use for the CRT assessment.

# Test Administration Procedures

## Checklist for Test Administrators

Please note: this checklist is provided as a summary only. It is essential that you read this entire manual thoroughly in order to ensure the proper administration and security of all tests.

### Before testing:

- ☐ Read the *Test Administrator Manual* and the *Technical Setup Guide*.
- ☐ Take the *Pilot Test* demonstrations (one or both, depending on which tests your students will take, as indicated in the final student roster) and note any directions which may be problematic or confusing for your students.
- ☐ To the GSEG Student Registration site at <http://iservices/> to view and print the lists of your registered students and the test content assignment for the grade 7 participants. If there are students on the lists who are no longer enrolled or who are unable to participate, you do not need to log them in nor contact anyone.
- ☐ Organize the testing schedule, and make arrangements for students who require accommodations.
- ☐ Gather additional materials needed for testing (calculators, pencils, scratch paper, etc.)
- ☐ Read the *Test Administrator Survey* on pages 14-19. This survey will be conducted online at: <http://iservices/>. More than one person may be involved in the pilot test administration. Each person involved in the administration should complete the survey.

### During testing:

- ☐ Thank students for their participation.
- ☐ Maintain security of test materials.
- ☐ Ensure accommodations are provided to students as were determined prior to testing.
- ☐ Post a "Testing – Please do not disturb" sign on the door.
- ☐ Be sure that all students have comfortable and adequate work spaces, with necessary equipment: computer, keyboard, headphones, and mouse.
- ☐ Be available to answer students' questions as necessary.
- ☐ Monitor students' progress through the test. If a student is not progressing after sufficient time has passed, encourage the student to continue.
- ☐ Notify OPI of any testing irregularity.

### After testing:

- ☐ Make sure that all students have completed the *Pilot Test*. When a student has completed an assessment, you will see a screen that reads, "Assessment Complete!" and there will be an option to exit the program. Once a student has reached this screen, he/she has successfully completed the assessment.
- ☐ Complete the online *Test Administrator Survey*.

## Before Testing

### Preparation for Test Administration

#### Manuals

This *Test Administrator's Manual* is available electronically only and outlines all of the steps to be followed before, during, and after test administration. Understanding of and compliance with each of these steps is vital for a successful administration of the *MT GSEG Pilot Test*. Please read this manual to become familiar with the test administration procedures. Prepare for any special arrangements that will be necessary for your students or for your school.

The *Technical Setup Guide*, also available electronically only, provides step-by-step instructions for installation and administration of the Pilot Test software.

#### Test Materials

##### **Pilot Test Software**

It is important for the test administrator to understand the features of the online test in order to answer students' questions and to monitor students as they take the test. Test administrators will use a password supplied by Children's Progress to log on to the test site and take the demonstrations.

##### *Pilot Test*

The Pilot Test will be available for download on **December 22**. The log-on password will open the roster of students for the school. The test administrator will activate the test for each participating student.

##### **Surveys**

###### *Test Administrator Survey*

Each test administrator is asked to fill out a short online survey on the ease of implementation and usability of the software and his/her perceptions of the students' experiences with the computer-based test.. More than one person may be involved in the pilot test administration. Each person involved in the administration should complete the survey.

###### *Student Survey*

After the student finishes the test at the end of Session 3, the computer will automatically take the student to the *Student Survey*. The student will be asked questions about his/her testing experience. The student can read survey questions and answer options as the program reads them aloud, and students will submit their answers on the computer.

## Student Participation and Accommodations

### Who Should Be Tested?

The *Pilot Test* involves students with disabilities who have been identified by schools based on the *Pilot Test Eligibility Guidelines*. Students without disabilities have also been identified to participate in the Pilot Test. The roster of all students registered by each school will be seen when the test administrator logs on.

### Accommodations and Interactive Test Design

Accommodations will not need to be documented for students taking the *Pilot Test*. However, decisions regarding accommodations should be made by the student's educational team on an individual basis prior to

testing. Accommodations should be consistent with those used during the student's regular classroom instruction, including test taking. For detailed information on planning and implementing accommodations, refer to the OPI website (<http://www.opi.mt.gov/PUB/PDF/Assessment/CRT/TA/09AccomManual.pdf>). A table of standard CRT accommodations is in Appendix A of this manual. Accommodations are available to all students on the basis of individual needs, regardless of disability.

Some standard CRT accommodations will not be available for this test.

Accommodations not available

- Braille/Brailler
- Large print or magnification
- Sign language interpretation
- Bilingual dictionary
- Test directions with verification
- Dictation

Some accommodations that are typically selected for individual students will be universally available to all students.

Accommodations universally available

- **Oral Presentation**
  - All test instructions, questions and response options will be read aloud to the student.
  - Students will have the option to hear some vocabulary words read aloud and defined in the reading test. The reading passages will not be read aloud. Dictionaries of any type and/or thesauruses are not allowed during any session of the assessment.
  - Students will have the option to hear the questions and the response options repeated.
- **Equipment:** All students will use a computer, headphones, keyboard, and mouse to take the test.

Some accommodations will be selected based on the individual needs of the student and access to computers.

Accommodations individually selected

- **Alternative settings:** Since the Pilot Test may not be delivered to all students in a classroom and will require access to computers, schools have the flexibility to determine where the test will be administered.
- **Small group administration:** Since limited numbers of students in a school will participate in the Pilot Test, it is reasonable to expect that test administration will often occur with small groups or individual students.
- **Change in test administration personnel:** Schools have the flexibility to determine who will administer the Pilot Test.
- **Test Directions Support:** The student may pause the test and ask an administrator to assist him/her in understanding test directions, including giving directions in native language.



### Special Considerations

- **Ordering of test sessions:** Each online test has a specific order of passages and items. Students must work from the beginning to the end of the test and finish each item and session before proceeding to the next. Students may not go back to review and revise their answers. When they “submit” an answer, the test program will automatically take them to the next question.
- **Scheduling:** Since each test contains a demonstration and three sessions, it is likely that students will need to take a break or take the test over several days. If it is necessary to stop an assessment that is only partially completed for any reason, the student will be provided with the test “in progress” when he/she is logged back on. The program will continue the test where the student left off. If there are special circumstances where the test administrator feels that the student should start the test over, an option to select a new test will be available.
- **Scratch paper:** Students may be allowed to use scratch paper and pencil during the test. However, all responses must be made on the computer. Scratch paper should be shredded or disposed of in a secure manner after the test.
- **Calculators:** Students taking the mathematics tests may use a calculator for any of the items. The calculator should be one that the student has used in the classroom.

### Other Accommodations

Use of a non-standard accommodation will not be allowed on this assessment.

If you have any further questions regarding the use of accommodations, please contact Judy Snow at 406-444-3656 or [jsnow@mt.gov](mailto:jsnow@mt.gov).

### Scheduling the Test

#### Test Administration Window

**The testing window is January 6 – February 26, 2010.** The test administrator will arrange a testing schedule for the students. All testing must be completed by February 26, 2010. Each school is responsible for creating its own testing schedule but should consider holidays and/or local events that may affect students’ ability to participate. All students do not need to be tested at the same time. Make-up testing (optional) may begin immediately following the scheduled administration of a test session.

#### Test Sessions

There are three test sessions. Ideally, the test should be administered when and where students are most likely to do their best. Each session should be completed before breaks are permitted. Be sure that the test does not conflict with regularly scheduled daily activities such as breaks and lunch; sufficient time should be allowed for continuous administration of each test session.

Test activities include time at the beginning of testing for general test instructions and the demonstration and time at the end for completing the *Student Survey*.

The test is designed to be completed within 30-60 minutes per session, up to approximately 180 minutes per student. However, because the Reading passages are of different lengths, items vary in difficulty, and students work at different rates, the test is not strictly timed. As long as they are working productively, students are allowed as much additional time as they require.

When students complete the test, they should notify the test administrator they are finished.

## Preparing Students and the Test Site

It is important that you let your students know what to expect. Communicate to students that they will be helping to improve Reading and Mathematics tests in their state and thank them for their participation. Their contribution to this research is critical, and they should try to read all of the text and items completely and answer every question. Your students should be supported and encouraged to do their best during the testing period.

It is important to let students know that the test will be taken on the computer. They will receive instructions about how to work through the test when they start the test on the computer. Ensure that no students are either advantaged or disadvantaged by their testing environment. It is not possible to list all classroom materials that may potentially create an advantage or disadvantage for students during testing; if in doubt, remove or cover the materials, or reposition students so the materials cannot be viewed.

### To prepare your students and the test site for the assessment

- identify a location that provides access to computers,
- notify students in advance of testing,
- obtain scratch paper and pencils,
- ensure that there are not any displayed materials in the classroom or on student desks that would interfere with proper test administration, and
- discuss plans for the use and implementation of accommodations for the students you will be testing.

### Prior to testing

- download the *Pilot Test*,
- review final student roster for test content designation,
- log on each computer to be used and select the student and test,
- check your equipment (headphones, keyboard, mouse) to make sure everything is working,
- confirm that you have all of the necessary supplies for the test session,
- post a “Testing – Please do not disturb” sign on the classroom door.

## During Testing

### Test Administration

The following pages detail the procedures to be followed for the test. To ensure a consistent and accurate test administration, a “script” (material to read aloud to students) is provided. The script text is printed in bold type inside of shaded boxes. Directions to you within the script are in regular type inside of parentheses. Read the script exactly as it is written.

Directions to the students should take only a few minutes so that most of the students’ time can be spent taking the test. Be sure that students clearly understand all of the directions before you begin testing. During the test, walk around the room and check that students are working, are navigating through the test appropriately, are completing questions, and are not spending too much time on any one item. Students should be reminded to let you know when they have completed the demonstration and each session, so you may check that they have finished all of the items, and you see the screen that reads “Assignment Complete!” with a yellow star.

**Test administrators may not comment on students’ work or test answers. Test administrators may not help students except during the general instructions, *Student Survey*, or as specified in the accommodations allowed in the *Test Administrator Manual* and Appendix A. Under no circumstances are students to be prompted to revise or edit test answers during testing.**

# General Instructions

**Estimated Time: 3 Minutes**

1. Say to the students:

**You have been selected to take a test in Reading or Mathematics. This test is part of a study to improve tests in our state. It is different from other tests you have taken in that the information will be used only for the study and not for reports to your school or your parents. Your help is greatly appreciated. It is very important that you follow all of the directions and try your best.**

**Your computer is set up for you to take your test. You will be listening to the instructions on the headphones and using the keyboard and the mouse to move through the test and record your answers. Let me know if you are having any problems using the computer or working with the test or need to adjust the volume on your headset.**

2. Say to the students:

**This test begins with a demonstration about how to take the test. When you are finished with this demonstration, let me know you are ready to begin the test.**

**The test contains three test sessions. You must complete a session before taking a break. After you finish the test, you will be asked several questions about your experience.**

**Read all of the information and answer all of the questions. You can have as much time as you need. You may not know the answer to every question, but it is important that you read carefully and do your best. If you are not sure of the answer to a question, you should make your best guess. If you select an incorrect answer, you will get a hint and one more chance to answer the question. After you submit your answer to the question, you will see the next question. You may not go back to previous questions once you have submitted your answer. You may not skip questions.**

**Do you have any questions?**

**You may begin.**

3. Ask the students if they have any questions.
4. Have the students put on the headphones and begin the test.
5. If the student needs a break, it is best after the student has completed the entire session. In the event the student must stop during a session, pause the test until the student returns.
6. Students should be allowed to continue working as long as they are working productively. Ensure that students who have finished are quiet so they will not disturb those students who require more time.

7. If all students do not finish the test during the same time period, collect the scratch paper and store it in a secure place until the next scheduled session of the test.

## After Testing

### Test Administrator Surveys

Go online at <http://iservices/> to complete the Test Administrator Survey.

More than one person may be involved in the pilot test administration. Each person involved in the administration should complete the survey.

<p>Thank you for your help administering the <i>MT GSEG Pilot Test</i></p>
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## Appendix A: Table of CRT Standard Test Accommodations

SCHEDULING ACCOMMODATIONS	
1. Change in Administration Time: Test is administered at a time of day or a day of the week based on student needs.	
2. Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.	
3. N/A	
SETTING ACCOMMODATIONS	
4. Individual Administration: Test was administered in a one to one situation.*	
5. Small Group Administration: Test was administered to a small group of students.*	
6. Reduce Distracters: Student is seated at a carrel or other physical arrangement that reduces visual distraction.	
7. Alternative Setting: Test is administered to the student in a different setting.*	
8. Change in Personnel: Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).*	
9. Home Setting: Test is administered to the student by school personnel in their home.	
10. Front Row Seating: A student is seated in the front of the classroom when taking the test.*	
11. N/A	
EQUIPMENT ACCOMMODATIONS	
12. Magnification: Student used equipment to magnify test materials.	
13. Student (not groups of students) wears equipment to reduce environmental noises.	
14. Template: Student uses a template.	
15. Amplification: Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.	
16. Writing Tools: Student uses a typewriter or word processor (without activating spell checker).	
17. Voice Activation: Student speaks response into computer equipped with voice activation software.	
18. Bilingual Dictionary: Student uses a bilingual dictionary (Note: Bilingual dictionary could include a simplified English dictionary or glossary, subject area vocabulary list).*	

RECORDING ACCOMMODATIONS
19. Dictation: The student dictates answers to a Test Administrator who records them in the Test Booklet.
20. Writing Tools: The student marks or writes answers with the assistance of a technology device or special equipment. The students' answers are transferred by the Test Administrator to the Test Booklet.
21. Assistive Technology: Another form of assistive technology routinely used by the student (that does not change the intent or content of the test) was used by the student (not groups of students).
MODALITY ACCOMMODATIONS
22. Oral Presentation: Tests were read to the student by the Test Administrator (with the exception of reading passages). Note: Readers must read test items/questions to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.
23. Test Interpretation: Tests, including directions, were interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).*
24. Test Directions with Verification: An administrator gave test directions with verification (by using a highlighter) so that the student understood them.*
25. Test Directions Support: An administrator assisted students in understanding test directions, including giving directions in native language.*
26. Braille: A Braille version of the test was used by the student.
27. Large Print: A large print version of the test was used by the student.
28. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.

## Appendix B: Test Administrator Survey

### **MT GSEG *Pilot Test***

Thank you for participating in this short survey! More than one person may be involved in the pilot test administration. Each person involved in the administration should complete the survey.

Your feedback is essential in evaluating various aspects of the computer-based test, including:

- Ease of implementation and usability of software
- Your perceptions of the students' experiences with the computer-based test
- Your perceptions of students with IEPs selected to participate in the CRT-M

You will see an optional comment space after each question. Please feel free to provide additional comments.

Please choose the description which most closely matches your role in the *Pilot Test* session (*select one*):

- ☐ Special education teacher
- ☐ General education teacher
- ☐ Technology staff
- ☐ Assessment coordinator
- ☐ Principal

How many students participated in the *Pilot Test*?

Grade 7 Reading\_\_\_\_\_

Grade 7 Mathematics\_\_\_\_\_

Grade 8 Mathematics\_\_\_\_\_

On average, how frequently do you work with the students with IEPs who participated (*select one*)?

- ☐ Daily
- ☐ Several times a week
- ☐ Weekly
- ☐ Rarely

### **Implementation and Usability**

*Select only one response for each question.*

1. The technology infrastructure and resources of our school were sufficient to administer the online test.

- ☐ Strongly agree
- ☐ Agree
- ☐ Mostly agree
- ☐ Disagree
- ☐ Strongly disagree

Comments:

2. The Technical Set-Up Guide provided was clear and easy to use.

- ☐ Strongly agree
- ☐ Agree
- ☐ Mostly agree
- ☐ Disagree
- ☐ Strongly disagree

Comments:

3. The Technical Set-Up Guide provided sufficient information for staff to prepare our school's technology in order to properly administer the online test.

- ☐ Strongly agree
- ☐ Agree
- ☐ Mostly agree
- ☐ Disagree
- ☐ Strongly disagree

Comments:

Please rate the level of difficulty associated with using the online system:

	Very Easy	Somewhat Easy	Somewhat Difficult	Very Difficult
4. Opening and starting the test session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Monitoring test progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Closing the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

7. The Test Administrator's Manual provided sufficient information for you to properly monitor and administer the online test.

- ☐ Strongly agree
- ☐ Agree
- ☐ Mostly agree
- ☐ Disagree
- ☐ Strongly disagree

Comments:

8. The *Pilot Test* and administration materials were available in sufficient time to prepare for the online test starting January 6.

- ☐ Strongly agree
- ☐ Agree
- ☐ Mostly agree
- ☐ Disagree
- ☐ Strongly disagree

Comments:



## Students' Experiences

9. Do you think that the students who participated prefer taking tests by computer or on paper?

- ☐ Computer
- ☐ Paper
- ☐ No preference

Comments:

10. How would you describe the students' ability to interact with the online assessment software?

- ☐ Many students took to the software quickly and had few questions.
- ☐ Most of the students had no problems, but a few required extra assistance.
- ☐ Many students had problems or seemed unsure of how to use the software.

Comments:

Please rate the level of difficulty for students using the online system

	Very Easy	Somewhat Easy	Somewhat Difficult	Very Difficult
11. Submitting responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Navigating by clicking and scrolling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Reading text on a monitor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Using the audio features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

15. Compared to past paper test administrations, students seemed more engaged during the *Pilot Test*.

- ☐ Strongly agree
- ☐ Agree
- ☐ Mostly agree
- ☐ Disagree
- ☐ Strongly disagree

Comments:

16. In general, how would you describe the students' reactions to receiving a hint after an incorrect response?

- ☐ The students seemed to appreciate getting hints
- ☐ The students had little reaction to the hints
- ☐ The students seemed annoyed or frustrated with getting hints

Comments:

17. In general, how would you describe the effect of the hints on students' performance?

- ☐ The hints seemed to motivate the students to try harder to answer questions.
- ☐ The hints seemed to have little or no effect on students.
- ☐ The hints seemed to cause the students to fatigue more quickly.

Comments:

18. Some accommodations were built into the online test (oral presentation, ability to repeat questions and responses, vocabulary assistance, etc.). How would you rate the helpfulness of these accommodations for students?

- ☐ Very helpful
- ☐ Somewhat helpful
- ☐ Somewhat unhelpful
- ☐ Very unhelpful

Comments:

19. Some accommodations were not available in the *Pilot Test* (magnification, highlighter to verify test directions, templates, etc.). Please list those accommodations which are necessary to include in the future so students with IEPs have access to the accommodations listed on their IEPs.

	Type of accommodation
1	
2	
3	
4	
5	

Comments:

20. Based on what you observed today, do you think that a computer-based test would be easy to implement for students with IEPs?

- ☐ Yes
- ☐ No
- ☐ Not sure

Comments:

21. Did you observe differences in students' experiences (questions 9-20) based on their IEP/non-IEP status?

- ☐ Yes
- ☐ No
- ☐ Not sure

22. If yes, indicate how students with IEPs responded differently and describe any differences you checked in the comment text box (*check all that apply*).

- ☐ Students with IEPs preferred computer based tests differently than students without IEPs.
- ☐ Students with IEPs demonstrated different abilities to interact with the online assessment software.
- ☐ Students with IEPs demonstrated difficulties using the online system differently than students without IEPs (e.g., submitting responses, navigating by clicking and scrolling, reading text on a monitor, using the audio features)
- ☐ Students with IEPs seemed engaged during the *Pilot Test* differently than students without IEPs.
- ☐ Students with IEPs had different reactions to receiving a hint after an incorrect response.
- ☐ The effects of the hints on students' performance were different for students with IEPs than for students without IEPs.
- ☐ Students with IEPs reacted to accommodations (oral presentation, ability to repeat questions and responses, vocabulary assistance) differently than students without IEPs.

Comments (please describe the differences you observed):

### **Students with IEPs Selected to Participate**

23. Students with IEPs were selected by schools based on *Eligibility Guidelines*. Were you involved in selecting students using the *Eligibility Guidelines*?

- ☐ Yes
- ☐ No

Please answer the following questions about students with IEPs who were selected.

24. The *Eligibility Guidelines* criteria accurately identified students in need of a modified test.

- ☐ Yes, for all
- ☐ Yes, for some
- ☐ No, for some
- ☐ No, for all
- ☐ N/A, I was not involved in selection of students with IEPs

Comments:

25. Students were assigned the appropriate content area test, based on the content area(s) identified by the *Eligibility Guidelines*.

- ☐ Yes, for most
- ☐ Yes, for some
- ☐ No, for some
- ☐ No, for all
- ☐ N/A, I was not involved in selection of students with IEPs.

Comments:

26. The CRT-M Pilot Test is an appropriate test for students with IEPs selected using the *Eligibility Guidelines*.

- ☐ Yes, for most
- ☐ Yes, for some
- ☐ No, for some
- ☐ No, for all
- ☐ N/A, I was not involved in selection of students with IEPs

Comments:

Thank you for your participation in the CRT-M *Pilot Test*!

## Appendix C: System Test Instructions

1. Install the following software (the CPAA) from one of these links (depending on the operating system used):

MAC: <http://s3.childrensprogress.com/CPAA/CPAA-installer.dmg>

PC: <http://s3.childrensprogress.com/CPAA/CPAA-installer.exe>

MSI: <http://s3.childrensprogress.com/CPAA/CPAA-installer.msi> (group policy install)

2. Log-in to the software using the following username and password and begin an assessment

Username      mode3de

Password      canbylda

(One test student has been created)

Please try running the software on more than one workstation at once and let us know if this is not successful.